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ENG 1002G-002: College Composition II

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Eastern Illinois University

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English 1002G, College Composition II: Argument & Critical Inquiry
"Composing Social Justice"
Fall 2020

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Office Hours: TBD

Catalogue Description:

College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information (3-0-3, WC)

In this course, you will learn to create complex, analytic, well-supported arguments that matter in academic and social contexts. The course will also hone your critical thinking and reading skills. Working closely with your peers and instructor, you will develop your essays through workshops and extensive revision and editing. Readings cover a variety of genres and often serve as models or prompts for assigned essays. The specific questions that you will pursue in your essays will be guided by your own interests.

Course Description:

In this section of 1002G, we will be analyzing the rhetoric and argumentation of various social justice texts and themes in order to strengthen our own writing and to consider: What makes an argument effective? What types of knowledge and experience do we privilege? How do our own identities and experiences shape the way we see the world? How can we engage in writing for and about social justice? By analyzing essays from writers like Rebecca Solnit and Audre Lorde, by exploring argumentative texts about topics like mass incarceration, and by experimenting with form and genre, we will begin to notice how texts affect us as readers, how they create arguments, and how they enter into political conversations. These texts and our analyses of their content and form will inform our class assignments and writing.

The course will also equip you with the tools needed to question how issues of race, class, ethnicity, gender, and language shape our experiences in the contexts of close reading, critical argumentation, and engaging in research. Throughout the semester, we will work cooperatively as a community to explore the writing process and come to understand the importance of promoting issues of diversity and social justice in our lives as agents of change.

Course Objectives:

After the successful completion of this course, students will be able to:

1. Apply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation—in written documents.
2. Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives.
3. Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance.
4. Integrate sources ethically, appropriately, and consistently in written documents.
5. Use data and create graphical elements in their writing.

6. Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations.
7. Craft arguments in different modalities (e.g. through visuals and oral presentation).
8. Craft purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the content and audience.
9. Revise documents by participating in peer review workshops and writing conferences in order to create possible products for inclusion in their electronic writing portfolio.
10. Understand the role that argumentation and digital/media literacy has in civic engagement.

Required Texts:

Bullock, Richard et al. *The Little Seagull Handbook with Exercises*. 3rd Ed. New York: W.W. Norton & Company, 2017.

Holdstein, Deborah H. and Danielle Aquilino. *Who Says? The Writer's Research*. 2nd Ed. New York: Oxford University Press, 2017.

D2L: Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*, 3rd Ed. New York: W.W. Norton & Company, 2014.

***All additional required readings will be available on D2L.**

Materials:

Reliable Internet service, D2L, Microsoft Office software (Word, PowerPoint, etc.), laptop or other electronic device suitable for reading and composing, and back-up space storing written work.

COVID-19 Special Requirements and Considerations

Because of the ongoing COVID-19 pandemic, course policies and forms of content-delivery will be more flexible. In addition, it is of the utmost importance that we as a learning community protect our health—both our own and one another's. Because there is a lot of research to suggest that a large percentage of people may be carrying COVID-19 with no symptoms, it's important to wear a face mask during all in-person class sessions, in the hallways, and in other buildings and garages on campus. I would recommend wearing a face mask whenever on campus, even outside if the campus grounds are crowded. If you feel sick at all, **please stay home** and contact the health clinic if you have any COVID-19 symptoms. I can work with you to access content and get the support you need. Unfortunately for us all, COVID-19 also means no coffee or snacks in class, so make sure to get your caffeine and food before you arrive to class!

EIU's COVID-19 campus practices—including face coverings, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing—are based on the best available public health guidance. As a faculty member, I am responsible for ensuring students engage in practices that reduce risk. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 (<https://castle.eiu.edu/auditing/043.php>).

Course Requirements:

Overall Grade Breakdown

Your grade will be based on your work in the following categories:

1. **Writing Projects: Five assignments worth varying points (65% of overall grade)**

- 1) **"What is Social Justice?" Reflective Essay** (3-5 pages)
- 2) **Rhetorical Close Reading Essay** (3-5 pages) + 1 page reflective letter
- 3) **Comparative Analysis Essay** (5-7 pages) + 1 page reflective letter
- 4) **Research-based Revision Paper** (9-11 pages) + 1 page reflective letter
- 5) **Multimodal Re-Vision of Final Paper** + 2-3 page analytic letter

2. Peer Review and Writing Conferences (15% of overall grade)

You will be responsible for workshopping each paper with a group of your peers. You will receive up to 35 points for each review session and its attending parts (peer letters, workshop participation, etc.).

3. Class Preparation and Participation (20% of overall grade)

For each class period that you come prepared and participate actively, you will receive 10 participation points. This entails arriving on time with access to the reading materials and/or assignments and posting discussion questions on D2L or bringing them into class with you (whatever the assignment details).

The success of our course depends on each of you being prepared to participate. Please make sure to bring copies of all reading materials to class on the day that we'll be discussing them (either on your laptop or, preferably, in hard copy). Effective participation entails being an engaged reader. As you're reading materials for class, please adopt whatever strategies will enable you to stay alert and active as a reader, such as:

- underlining or flagging important passages and key phrases
- writing key words at the top of various pages
- writing notes in the margins of pages or in a reading journal
- jotting down questions that you want to raise about the reading
- listing pages or specific passages that contain especially confusing or intriguing material.

Effective participation entails being an engaged listener and balanced contributor. If you tend to talk a lot in class, please try to leave room for other students to speak. If you tend to be quiet in class, please make an effort to add to our conversation. Participation can take many forms, including:

- offering a comment or reflection about the readings during class
- posing a question or responding to others' questions
- identifying a passage or section that you find difficult to understand
- sharing an insight from your writing assignment
- posting an observation or question on our online course site
- making links between our discussions and events in the wider world
- listening carefully and respectfully to other students' contributions.

Sequence of Major Essays:

Over the course of the semester, I will ask you to produce five formal texts, each of which will involve a process of drafting, peer review, revision, and self-assessment. Here is a brief description of each major assignment. We'll discuss each of these assignments in much greater detail as the semester proceeds:

GENRE	LENGTH	AUDIENCE	TARGETED WRITING SKILLS	POINTS
"What is Social Justice?" Reflective Essay (a reflective, narrative-based, thesis-driven essay that incorporates	3-5 pages	readers with a stake in the central questions you're exploring	<ul style="list-style-type: none"> • critical reflexivity • synthesizing outside sources and reflective narrative • creating a nuanced, debatable thesis statement • defining key concepts supported by synthesis and analysis 	60

some outside evidence to support your definition of "social justice")			<ul style="list-style-type: none"> • articulating the "so what?" or broader significance of your argument • incorporating and citing evidence 	
Rhetorical Close Reading Essay (a thesis-driven argument that arrives at new insights via a careful, detailed analysis of evidence)	3-5 pages + 1-page reflective letter	readers with interests in the text or phenomena that you're discussing	<ul style="list-style-type: none"> • reading like a writer • rhetorical analysis • close reading (i.e., carefully unpacking and analyzing evidence) • incorporating and citing evidence • building an argument from careful analysis of a text, object, or phenomenon • creating a nuanced, debatable thesis statement • articulating the "so what?" or broader significance of your argument • assessing how you've grown as a thinker, reader, writer, and member of a scholarly community 	60
Comparative Analysis Essay (a thesis-driven argument that arrives at new insights by putting two texts or phenomena into conversation with each other)	5-7 pages + 1-page reflective letter	readers with interests in one or both of the texts or phenomena that you're discussing	<ul style="list-style-type: none"> • identifying your interlocutors; participating in a broader conversation or debate • formulating a driving question • effectively summarizing complex arguments • articulating the "so what?" or broader significance of your argument 	75
Research-based Revision Paper (a research-driven, substantive revision of either Essay #1 or #3 that incorporates and synthesizes a few outside sources; presents an original argument; and builds that argumentation via a sustained and engaged close reading of evidence)	9-11 pages + 1-page reflective letter	readers with a stake in the central questions you're exploring	<ul style="list-style-type: none"> • identifying your interlocutors; participating in a broader conversation or debate • considering your positionality • formulating a driving question • creating a nuanced, debatable thesis statement • close reading (i.e., carefully unpacking and analyzing evidence) • incorporating and citing evidence • engaging with resistance to your argument; empathizing with counter-arguments • articulating the "so what?" or broader significance of your argument • using rhetorical appeals (ethos, logos, pathos) to support your argument • engaging with possible resistance to your argument 	75

			<ul style="list-style-type: none"> • assessing how you've grown as a thinker, reader, writer, and member of a scholarly community 	
Multimodal Re-vision of your Research Paper (a multimodal "re-vision" of your final paper accompanied by an analytic reflection)	+ 2-3 page analytic reflection	readers with a stake in the central questions you're exploring	<ul style="list-style-type: none"> • identifying your interlocutors; participating in a broader conversation or debate • presenting a nuanced argument • considering the rhetorical situation • using rhetorical appeals (ethos, logos, pathos) to support your argument • articulating the "so what?" or broader significance of your argument • incorporating and citing evidence • translating your research essay into a multimodal format (video, audio, gestural, spatial, linguistic) • analyzing your own project for its rhetorical effects and activist potential 	30

Late Submission of Formal Essays:

Unless you notify me in advance (note "advance" is at least 48 hours before the due date) about extenuating circumstances that will prevent you from submitting your essay on time, I'll lower your grade for the assignment by one letter for each day that it is late. For instance, if you submit a "B" paper two days late, your grade will become a "D."

Brief Writing Assignments:

We read and write in order to become better writers. Occasionally, I'll ask you to complete a brief writing assignment or submit reading questions that will deepen your engagement with the readings and facilitate our class discussion. You may want to focus on a specific question, an especially interesting passage or character, or a particular strategy that the author uses to produce a certain effect.

You'll receive credit for every assignment that you complete, but I'll provide feedback for only a portion of these assignments.

- If you miss class, please refer to the syllabus, but also our D2L site for information about weekly writing assignments (as the syllabus may change a bit during the semester).
- If you cannot make it to class due to illness or an emergency, you can receive credit for the assignment if you e-mail it to me by 8pm on the day it is due.
- Otherwise, you will receive no credit for an assignment submitted after the class period or posting time when it is due.

Suggestions for effective D2L posts or reading responses:

- select a passage or quotation from a text and analyze its relation to the overall text
- select an issue or theme that emerges in a text and analyze its significance
- create a discussion question for another student to answer
- sort out the central arguments, assumptions, contradictions/tensions, or insights of a particular text
- create a conversation between two texts
- grapple with a course-related question or issue that you find confusing, intriguing, or complex
- discuss links between our course materials and issues or text from other context (e.g., current events; other courses; online articles; social media postings; other cultural forms such as art; etc)

Suggestions for creating successful responses to others' postings:

- engage thoughtfully and respectfully with your peer's questions and/or ideas
- discuss how your peer's analysis has influenced or altered your own understanding of an issue or text
- extend, complicate, or respectfully challenge your peer's analysis
- respond to a question that the peer's posting explicitly or implicitly raises
- grapple with an insight, contradiction, or conundrum that emerges from your peer's post

Peer Review Workshops:

Writing is a social process; both giving and receiving feedback about writing enables us to develop our abilities as writers. In this spirit, peer review workshops will play a central role in our course. By identifying what is working and not working in each other's drafts, you will help each other to clarify and strengthen your arguments. Commenting on others' work is also one of the best ways to improve your own writing; identifying strengths and weaknesses in your peers' drafts will heighten your awareness of strengths and weaknesses in your own work.

We'll have a range of different kinds of workshops throughout the semester. Some will be informal and will require you to read a shorter piece of writing in class (a paragraph, driving questions, thesis statement, etc.) and provide feedback.

For workshops that focus on the formal writing assignments, I'll assign you to a particular peer review group and ask you to do the following:

- Submit (TBD: via D2L, email or Google Drive) a complete draft of your assignment to me and to your group members by the date and time specified on the syllabus.
- Before the workshop, read your group members' drafts and offer each group member substantive feedback in the form of a typed letter and shorter feedback on the draft itself. We'll practice providing useful feedback during class, and I'll distribute guidelines for writing each set of peer review letters.
- On the day of the workshop, send an electronic version of your peer's essay with smaller feedback (TBD: via D2L, email or Google Drive). In addition, bring hard copies of your typed letters to class for your peers and also submit a copy on D2L for me.

It is crucial that you attend class on days when peer review workshops are scheduled.

- Missing workshop warrants a loss of points.
- If you miss a peer review workshop, you must arrange to receive feedback on your draft. You can meet with a tutor at the Writing Center or arrange for another student to read your draft. You must then write a response to the feedback that you receive and submit your response with your final essay. If you do not arrange to receive feedback on your draft, you will not receive credit for completing the draft.

Please send a complete draft of your essay for peer review workshops and submit those drafts by the designated time.

- A draft is a work-in-progress, and you'll be substantially revising your drafts based on the feedback that you receive. However, your peers can only offer you helpful feedback if you give them a full-length draft in which you have done your best to meet the requirements of the assignment. Furthermore, your peers will need adequate time for carefully reading and responding to your work.
- Except in cases of extenuating circumstances, if you submit your draft after the required submission time, you will not receive credit for completing the draft.

Self-Reflection Assignments:

Deepening your self-awareness as a writer is one of the best ways to strengthen your writing skills. For each major writing assignment, you will submit reflective cover letters that will help you to think about your writing process and your development as a writer. You will submit a final reflective letter at the end of the term that considers your writing growth as a whole.

University, Course, and Instructor Policies

Grading Standard:

Please note that I will hold your work to high standards because I believe it is crucial that you learn to communicate your ideas clearly in writing. Developing your abilities as a writer will enable you to succeed in your remaining classes, in graduate or professional school, and in the workplace. Writing clearly and effectively is difficult, and always a work-in-progress. (Writing is never done, it's just due!) Despite this reality, I will evaluate your written work on the basis of how well the words on the page communicate your ideas. Be prepared to challenge yourself and engage in large-scale revisions. Receiving honest feedback will enable you to improve your writing and achieve greater success in your college and post-college career. You will need to perform work that is consistently above average in order to receive a letter grade of "B" or "A" in the course.

I will grade your work using the following scale:

	B+ 87-89.99	C+ 77-79.99	D+ 67-69.99
A 93-100	B 83-86.99	C 73-76.99	D 63-66.99
A- 90-92.99	B- 80-82.99	C- 70-72.99	D- 60-62.99

Attendance:

Because our course foregrounds discussion, close engagement with the readings, and close engagement with each other's writing, attending class is crucial for your own success and for the success of the course. You may miss two class sessions without penalty. I will excuse your absence if you bring me a note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency.¹ Once you have reached your limit of two unexcused absences, I will lower your final daily engagement grade by one letter for each additional absence (i.e., an "A" grade will become a "B"). If you miss class, please ask another student to share his/her notes and tell you about what you missed. Please make sure to arrive on time for class. Arriving late causes you to miss important material and is disruptive to others. I will count three late arrivals as one absence.

Office Hours:

I look forward to meeting with you individually during office hours. We'll meet for at least once for a required conference, during which we'll discuss a draft of one of your essays. I also encourage you to come to my office hours throughout the term (whether online or in person). We can talk about your assignments, issues that we've been discussing in class, any difficulties that you're having, and/or your future plans. If your schedule conflicts with my weekly office hours, please let me know so that we can arrange to meet at another time.

In addition, communication via my etacke@eiu.edu email is also welcome. However, discussion about grades and more in-depth questions about writing or content are better suited to in-person or web-based meetings.

When using email, please follow professional etiquette, including:

- A subject that contains the central question/purpose of email
- An email address and signature (i.e., Dear Professor X, This is Y from [course name]...)

¹ Please note that due to increased precautions with COVID-19, there will be some flexibility with the attendance policy.

However, you should reach out to me if you worry about illness or if you have an emergency, and we will work together to make sure you receive necessary content instruction and support. Please stay home if you are sick!

Technological Response Time and D2L:

Although I am known to be active on email throughout each day, I have set up the following response time expectations and boundaries:

- I will respond to emails within 36 hours, not including weekends or holidays.
- I will be active on D2L discussion boards and our course site generally, but I will not respond to every single assignment or discussion you post.
- Grade response time varies, but you can expect major essays to be turned around in 2-3 weeks and smaller assignments to be turned around in a week's time.

Plagiarism:

Building on others' words and ideas is an essential element of effective scholarship. However, using someone else's words, ideas, or work without proper attribution is plagiarism, and such an act is considered a serious ethical violation within the university community. In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism—The appropriation or imitation of the language, ideas, and/or thoughts of another author, represented as one's original work' (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay, a grade of NC for the course, and file a report with the Judicial Affairs Office." If you complete an assignment for one course and then submit that same assignment as original work for a different course, you are also committing plagiarism.

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing/design might constitute plagiarism, please consult me prior to turning in the final draft. In short, students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Cell Phones, Electronic Devices, and Laptops:

Please be sure to turn your cell phone on silent and put it away for the entirety of class. If you expect a call during class (i.e., for a family emergency), please let me know in advance. Because our course revolves around dialogue and careful engagement with materials, it is important that you use laptops ethically in our course, only for taking notes and engaging in readings (if you are accessing them online).

Accommodations for Disability and Chronic Illness:

Eastern Illinois University is committed to ensuring the full participation of all students, and I am committed to making learning as accessible as possible for all of my students. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. If you have accommodations through OSDS, please share this documentation with me as soon as possible, preferably within the first few weeks of class. But I also want you to know that you should feel free to come and talk about any particular needs that you have, and we can collaborate on a plan for your success. I will treat as private and confidential any information that you share.

- Office of Student Disability Services (OSDS): Ninth Street Hall, Room 2006, 217-581-6583, <https://www.eiu.edu/disability/>

Technology Support:

EIU has various support systems in place to help students with technology-based concerns. Please utilize the below resources as needed throughout the semester.

- ITS Help Desk
Location: 1014 Student Services Building Phone: 217-581-HELP (4357)

Email: itshelp@eiu.edu

Web: <http://its.eiu.edu/userservices.php>

- **Booth Library Services**

Phone: 217-581-6072

Toll Free: 1-866-862-6684 Web: <http://www.library.eiu.edu>

Student Success Center & Writing Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations.

- **Student Success Center**

Location: 9th Street Hall, Room 1302

Phone: 217-581-HELP (4357)

Web: www.eiu.edu/~success

The Writing Center is also a resource that students can utilize to improve their performance in this course. The Writing Center may be holding online/virtual writing consultations or face-to-face consultations, depending on access and availability.

- **The Writing Center**

Location: Coleman Hall, Room 3110

Phone: 217-581-5929

Web: <http://castle.eiu.edu/writing>

Tentative Course Calendar

Readings and assignments are due on the day they are posted in the calendar. Note: This calendar is likely to change. Additional readings to support writing may be included depending on student need.

DISCUSSION TOPICS/ACTIVITIES	DUE:
Week 1 (Module 1): Course Introductions	
Week 1 MON Aug 24: Introductions and Course Overview <ul style="list-style-type: none"> Course orientation and overview Developing norms for classroom discussion Assignment Overview: Discussion Posts Assignment: D2L Student Profiles 	Readings: <ul style="list-style-type: none"> D2L: Syllabus Written Assignments: <ul style="list-style-type: none"> None
Week 1 WED Aug 26: Nuanced Argumentation <ul style="list-style-type: none"> Developing strong analytic discussion questions Nuanced argumentation 	Readings: <ul style="list-style-type: none"> D2L: Cioffi, Frank, "Argumentation in a Culture of Discord" (pp. 1-10) D2L: Bell, Lee Anne, "What is Social Justice?" (pp. 21-26) Written Assignments: <ul style="list-style-type: none"> D2L: Take online syllabus quiz before class Wednesday D2L: Take the Composition Self-Assessment Survey before class Wednesday D2L Discussion Post: Based off of the Cioffi reading, what might you suggest is required of "nuanced" argumentation? Then, considering Bell's work, why might it be important to adopt practices of nuance in discussions of Social Justice?
Unit 2 (Modules 2A-2B): Nuanced Argumentation, "What is Social Justice?" Essay	
Week 1-2 (Module 2A)	
Week 1 FRI Aug 28 Identity, Social Justice, and Argumentation <ul style="list-style-type: none"> Social Justice and Identity Assignment #1: "What is Social Justice?" Reflective Essay Prompt (DUE 9/16) 	Readings (Review): <ul style="list-style-type: none"> D2L: Tatum, Beverly, Daniel, "The Complexity of Identity" (pp. 5-8) D2L: Kirk, Gwyn and Okazawa-Rey, Margo, "Identities and Social Locations: Who am I? Who are my People?" (pp. 8-14) Written Assignments: <ul style="list-style-type: none"> D2L Student Profiles due Thursday (8/27) by 6pm. Respond to at least two of your peers' Student Profiles with questions or comments by Friday (8/28) by 5pm.
Week 2 MON Aug 31: Identity, Social Justice, and Argumentation <ul style="list-style-type: none"> Importance of engaging in critical reflexivity Considering intersectionality and privilege 	Readings: <ul style="list-style-type: none"> D2L: McIntosh, Peggy, "White Privilege: Unpacking the Invisible Knapsack" (pp. 10-12) Written Assignments: <ul style="list-style-type: none"> None
Week 2	Readings:

WED Sept 2: Critical Reflexivity: Examining Privilege and Positionality <ul style="list-style-type: none"> Considering the rhetorical situation What is the role of social justice in the classroom? In your own field? 	<ul style="list-style-type: none"> D2L: Takacs, David, "Positionality, Epistemology, and Social Justice in the Classroom" (pp. 168-180) Written Assignments: <ul style="list-style-type: none"> D2L Discussion Post: What is epistemology and positionality? How are the two interrelated? Consider your own intersecting identities; how do these overlapping and shifting identities inform how you see the world?
Week 2 FRI Sept 4: Identity and Writing <ul style="list-style-type: none"> Exploring identity, structural oppression, and the status quo in writing Social justice essay writing support Mini peer review 	Readings: <ul style="list-style-type: none"> D2L: Lorde, Audre, "Age, Race, Class, and Sex: Women Redefining Difference" (pp. 114-123) D2L: Staples, Brent, "Black Men and Public Space" (pp. 178-182) D2L: Cornejo Villavicencio, Karla, "For the Child of Immigrants, the American Dream can be a Nightmare" (pp. 1-3) Written Assignments: <ul style="list-style-type: none"> Bring in a working draft of your "What is Social Justice?" Essay Reading Questions to Consider: <ul style="list-style-type: none"> Consider before class: How do each of our authors effectively explore identity in their writing?
Week 3 (Module 2B)	
Week 3 MON Sept 7	NO CLASS
Week 3 WED Sept 9: Supporting Conversations Across Difference <ul style="list-style-type: none"> Examining rhetoric and power Considering "rhetorical listening" in the context of social justice conversations Reconsidering norms for discussion 	Readings: <ul style="list-style-type: none"> D2L: Dolmage, Jay, Excerpt on rhetoric from <i>Disability Rhetoric</i> D2L: Ratcliffe, Krista, Selections from "Rhetorical Listening" (pp. 25-34) Written Assignments: <ul style="list-style-type: none"> BOTH groups: Write a 2-3 paragraph response to Ratcliffe's "Rhetorical Listening" in which you: <ul style="list-style-type: none"> Define rhetorical listening (and its key parts) in your own words <ul style="list-style-type: none"> Consider: Based also on the Dolmage excerpt, why might this be called "rhetorical" listening? Describe a particular context during which you might have benefited from the use of rhetorical listening. What was that context and how might the concept have benefited you and/or the other people present? Submit a soft copy of your response to the D2L Dropbox AND bring a hard copy to class with your readings.
Week 3 FRI Sept 11: Mini Peer Review & Revision <ul style="list-style-type: none"> Collaborative sample peer review 	Readings: <ul style="list-style-type: none"> D2L: Student Sample: Maxwell, Andrea, "The Identity of an Exotic Flower"

<ul style="list-style-type: none"> • Develop revision plan • Backward outlining & paragraph mapping 	<ul style="list-style-type: none"> • D2L: Anonymous Student Sample: "What is Social Justice? Reflective Essay" • D2L: "Developing a Thesis is More than Repeating an Idea" – Introducing Nuanced Argumentation (p. 143-148) <p>Written Assignments:</p> <ul style="list-style-type: none"> • D2L Discussion Post: After reading our student samples, and other personal narratives (i.e., Staples & Cornejo Villavicencio), what particular rhetorical moves might you like to emulate in your own essay? Why? How will you approach this in your writing? • Bring in a complete draft of your "What is Social Justice?" Essay
Unit 3 (Modules 3A-3B): Rhetorical Close Reading Essay	
Week 4 (Module 3A)	
<p>Week 4 MON Sept 14: Review of Rhetoric</p> <ul style="list-style-type: none"> • Review of the rhetorical situation • Introduction to rhetorical close reading • Assignment #2: Rhetorical Close Reading Essay Prompt (DUE 10/7) 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L: Bunn, Mike, "How to Read like a Writer" (pp. 71-86) • <i>Who Says?</i> Chapter 2: "Says Who? The Writer's Authority, the Writer's Voice" (pp. 7-18) • D2L Review: Dolmage, Jay, Excerpt on rhetoric from <i>Disability Rhetoric</i>
<p>Week 4 WED Sept 16: Introduction to Rhetorical Close Reading</p> <ul style="list-style-type: none"> • Introduction to rhetorical close reading • Developing a strong argument from a sustained close reading 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L: Sweeney, Megan, "The Art of Close Reading" (pp. 1-3) • D2L: Derricotte, Toi, "The Weakness" (poem) <p>Written Assignments:</p> <ul style="list-style-type: none"> • Final Draft "What is Social Justice?" Essay due via Dropbox on D2L Wednesday (9/16) by 11:59pm
<p>Week 4 FRI Sept. 18: "Writing Through" Close Reading to an Argument</p> <ul style="list-style-type: none"> • Developing a strong argument from a sustained close reading • Exigency and authorial intent • Paying attention to symbolism, word choice, and other figurative language 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L Review: Bunn, Mike, "How to Read like a Writer" (pp. 71-86) • D2L Review: Sweeney, Megan, "The Art of Close Reading" (pp. 1-3) • D2L Review: Staples, Brent, "Black Men and Public Space" (pp. 178-182) • D2L Review: Cornejo Villavicencio, Karla, "For the Child of Immigrants, the American Dream can be a Nightmare" (pp. 1-3) <p>Written Assignments:</p> <ul style="list-style-type: none"> • D2L Discussion Post: What do Bunn's argument and Sweeney's close reading guide have in common? How are these reading moves similar or different from your past experiences with academic reading? What are some specific strategies you can practice to "read like a writer?"

Week 5 (Module 3B)	
<p>Week 5 MON Sept 21: Developing Nuanced Argumentation through Close Reading</p> <ul style="list-style-type: none"> Developing a strong argument from a sustained close reading Using a rubric effectively to provide substantive feedback Exigency and authorial intent Paying attention to symbolism, word choice, rhetoric and other figurative devices 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: <i>They Say, I Say</i> Chapter 3: "As He Himself Puts It" (pp. 42-51) D2L: Rankine, Claudia, "The Condition of Black Life is One of Mourning" D2L: Close Reading Rubric D2L: Swamy Student Sample + Reflective Letter D2L Review: Sweeney, Megan, "The Art of Close Reading" (pp. 1-3) <p>Written Assignments:</p> <ul style="list-style-type: none"> D2L DUE Sunday (9/20) BY NOON: Rhetorical Close Reading Practice: Write a short 2-3 paragraph close-read analysis, developed from the short section you collaboratively discussed in class using Bunn and Sweeney as guides. Present a claim about a larger theme/concept present in the text that is developed and supported via a rhetorical close reading analysis of your assigned passage. Consider how your claim is developed from your close reading; how your argument is presented and analyzed; and how focusing in with close reading can be used to elucidate larger rhetorical claims about arguments within the text.
<p>Week 5 WED Sept. 23: Developing Nuanced Argumentation through Close Reading</p> <ul style="list-style-type: none"> Developing a strong argument from a sustained close reading Using a rubric effectively to provide substantive feedback Exigency and authorial intent Paying attention to symbolism, word choice, rhetoric and other figurative devices 	<p>Readings:</p> <ul style="list-style-type: none"> <i>Who Says? The Writer's Research</i> Chapter 7: "Yours, Mine, or Ours? Integrating Resources" (pp. 90-100) D2L Review: Close Reading Rubric D2L Review: Sweeney, Megan, "The Art of Close Reading" (pp. 1-3) <p>Written Assignments:</p> <ul style="list-style-type: none"> Bring in your work-in-progress draft and your laptop
<p>Week 5 FRI Sept. 25: Developing Nuanced Argumentation through Close Reading</p> <ul style="list-style-type: none"> Developing a strong argument from a sustained close reading Using a rubric effectively to provide substantive feedback Exigency and authorial intent Paying attention to symbolism, word choice, rhetoric and other figurative devices 	<p>Readings:</p> <ul style="list-style-type: none"> D2L Review: Close Reading Rubric <p>Written Assignments:</p> <ul style="list-style-type: none"> D2L Discussion Post: After our discussion and practice this week, what are your concerns about accomplishing a rhetorical close reading? How is this practice similar or different to other rhetorical analyses you've completed in the past (i.e., the SAT Writing Test)? What skills and strategies would you like to work on in this paper? Explain. Bring in a work-in-progress draft including at least two pages and a working thesis
Week 6 (Module 3B)	

<p>Week 6 Mon Sept. 28: Sample Peer Review Workshop & Intro to Peer Review Letters</p> <ul style="list-style-type: none"> • Writing the peer response letter • Purposes of writing workshop • Sample peer review session 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L: Chamberlain, Jeremy, "Workshop is Not for You" (pp. 1-2) • D2L: Student Sample A: "Mother's Necessary Task" + Reflective Cover Letter • IN CLASS: Student Sample Peer Review Letter • D2L: Rhetorical Close Reading Peer Review Writing Guidelines (in-class) <p>Written Assignments:</p> <ul style="list-style-type: none"> • DUE 9/28 at least 30 minutes before class: Submit (form TBD) to all members of your group a complete rough draft of Essay #2 for Peer Workshop right before class. Submit a copy for me on D2L.
<p>Week 6 Wed Sept 30: Peer Review Workshop</p> <ul style="list-style-type: none"> • Workshop Rhetorical Close Reading Essays 	<p>Readings:</p> <ul style="list-style-type: none"> • Your peer's drafts <p>Written Assignments:</p> <ul style="list-style-type: none"> • Bring in hard copies of both peer letters and share (TBD) the soft copy version of in-draft comments. Submit all letters and a PDF of your peers' essays with in-draft comments on D2L before class.
<p>Week 6 Fri Oct 2: Peer Review Workshop & Developing Revision Plans</p> <ul style="list-style-type: none"> • Develop revision plan • Backward outlining & paragraph mapping 	<p>Readings:</p> <ul style="list-style-type: none"> • Your peer's drafts <p>Written Assignments:</p> <ul style="list-style-type: none"> • Bring in hard copies of both peer letters and share (TBD) the soft copy version of in-draft comments. Submit all letters and a PDF of your peers' essays with in-draft comments on D2L before class. • D2L Discussion Post: After you complete your first peer review workshop, reflect on the following: <ul style="list-style-type: none"> ○ What was successful for you in our first workshop, why? ○ What do you think about Chamberlain's argument in "Workshop is Not For You?" To what extent do you feel like your feedback on your peers' writing enabled your own writing practice?
<p align="center">Module Four (Modules 4A-4C): Comparative Analysis Essay</p>	
<p align="center">Week 7 (Module 4A)</p>	
<p>Week 7 MON Oct 5: Rhetorical Awareness & Identifying the Broader Conversation Across Social Justice Topics</p> <ul style="list-style-type: none"> • Applying close reading to nonfiction texts • Analyzing positionality, exigency, & the effectiveness of argumentation 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L: Biss, Eula, "Time and Distance Overcome" (pp. 83-89) • Your work-in-progress final Rhetorical Close Reading drafts

<ul style="list-style-type: none"> Placing texts or phenomena into conversation with each other Structuring comparisons Close Reading Essay revision help Assignment Prompt #3: Comparative Analysis Essay (DUE 11/11) 	
<p>Week 7 WED Oct 7: Intro to Comparative Analysis</p> <ul style="list-style-type: none"> Placing texts or phenomena into conversation with each other Structuring comparisons Incorporating evidence from multiple sources 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Lessner, Steven, and Craig, Collin, "Finding your Way In: Invention as Inquiry Based Learning in First Year Writing" (pp. 126-145) <i>Who Says? The Writer's Research</i> Chapter 4: "Who Cares? Identifying the Problem" (pp. 32-53) Review: Biss, Eula, "Time and Distance Overcome" (pp. 83-89) <p>Written Assignments:</p> <ul style="list-style-type: none"> D2L Discussion Post: Due Tuesday 10/7 by 8pm: Identify 1-2 paragraphs within Biss' essay. Then, complete a one-paragraph close-reading of one element within that selection. Assignment #2: Close Reading Essay due on D2L Dropbox Wednesday 10/7 by 11:59pm
<p>Week 7 FRI Oct 9: Intro to Comparative Analysis</p> <ul style="list-style-type: none"> Developing driving questions Creating nuanced and debatable arguments drawn from close reading Placing texts or phenomena into conversation with each other Structuring comparisons Incorporating evidence from multiple sources 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Soinit, Rebecca, "#YesAllWomen" (pp. 121-136) D2L: Junod, Tom, "The State of the American Dog" (pp. 1-9) <p>Written Assignments:</p> <ul style="list-style-type: none"> D2L Discussion Post due Thursday: Post at least two initial driving questions for your comparative analysis paper online. For each driving question, provide 2-3 sentences of additional context or explanation by Thursday 10/8 at 4pm Respond to at least two of your peer's responses by Thursday 10/8 at 10pm <p>Reading Questions to Consider:</p> <ul style="list-style-type: none"> How does Soinit develop her argument from a variety of sources? What was her driving question(s)? In what ways might it be argued that Junod's essay is a comparative analysis?
<p>Week 8 (Module 4B)</p>	
<p>Week 8 MON Oct 12: Developing Nuanced Arguments through Comparative Frameworks</p> <p>*Sign up for a conference with me today!</p> <ul style="list-style-type: none"> Creating nuanced and debatable arguments drawn from close reading Placing texts or phenomena into conversation with each other 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Student Sample Comparative Analysis Essay #1 D2L: Gaipa, Mark, "Breaking into the Conversation: How Students Can Acquire Authority for their Writing" (pp. 422-433) <p>Written Assignments:</p> <ul style="list-style-type: none"> DUE Tuesday 10/13 BY 7PM D2L Dropbox: Comparative Analysis Proposals <p>Reading Questions to Consider:</p>

<ul style="list-style-type: none"> Structuring comparisons Incorporating evidence from multiple sources 	<ul style="list-style-type: none"> Pick a few strategies and come to class prepared to discuss ways you've seen these strategies used in at least <i>two</i> of the texts we've read this term!
Week 8 Wed Oct 14-Thursday Oct 15: No class! Writing Conferences	Written Assignments: <ul style="list-style-type: none"> D2L Discussion Post: After your individual conferences with me and as you begin drafting, consider your ongoing questions and clarification needs for the comparative analysis genre. What do you need writing support on? What might you focus on in your informal writing groups?
Week 8 FRI Oct 16	NO CLASS
Week 9 (Module 4B)	
Week 9 MON Oct 19: Mapping Arguments in Progress / Writing-as-Progress <ul style="list-style-type: none"> Creating nuanced and debatable arguments drawn from close reading Placing texts or phenomena into conversation with each other Structuring comparisons Incorporating evidence from multiple sources 	Readings: <ul style="list-style-type: none"> D2L: <i>They Say, I Say</i> Chapter 7: "So What? Who Cares?" (pp. 92-101)
Week 9 WED Oct 21: Mapping Arguments in Progress / Writing-as-Progress <ul style="list-style-type: none"> Creating nuanced and debatable arguments drawn from close reading Placing texts or phenomena into conversation with each other Structuring comparisons Incorporating evidence from multiple sources 	Readings: <ul style="list-style-type: none"> D2L: <i>They Say, I Say</i> Chapter 8: "Connecting the Parts" (pp. 105-120)
Week 9 FRI Oct 23: Mapping Arguments in Progress / Writing-as-Progress <ul style="list-style-type: none"> Creating nuanced and debatable arguments drawn from close reading Placing texts or phenomena into conversation with each other Structuring comparisons Incorporating evidence from multiple sources 	Written Assignments: <ul style="list-style-type: none"> Bring in a work-in-progress draft of your comparative analysis that is <i>at least four pages with a clear thesis</i> for in-class work and mini peer review
Week 10 (Module 4C)	

<p>Week 10 MON Oct 26: Refining Nuanced Comparative Analysis Arguments</p> <ul style="list-style-type: none"> • Creating nuanced and debatable arguments drawn from close reading • Placing texts or phenomena into conversation with each other • Structuring comparisons • Incorporating evidence from multiple sources 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L: <i>They Say, I Say</i> Chapter 10: "But Don't Get Me Wrong: The Art of Metacommentary" (pp. 158-167)
<p>Week 10 WED Oct 28: Refining Nuanced Comparative Analysis Arguments</p> <ul style="list-style-type: none"> • Creating nuanced and debatable arguments drawn from close reading • Placing texts or phenomena into conversation with each other • Structuring comparisons • Incorporating evidence from multiple sources 	<p>Readings:</p> <ul style="list-style-type: none"> • TBD
<p>Week 10 FRI Oct 30: Sample Peer Review Workshop</p> <ul style="list-style-type: none"> • Providing substantive and effective feedback • Engaging with multiple perspectives 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L: Student Sample Comparative Analysis #2 • D2L: Comparative Analysis Peer Review Writing Guidelines (in-class) <p>Written Assignments:</p> <ul style="list-style-type: none"> • D2L Discussion Post: Take a moment to reflect on your writing progress. What are your questions about structure, argument, revision, peer review? Post at least two questions and provide some context. Consider our readings from <i>They Say, I Say</i> if that is helpful. Try to frame your questions so they might be applicable to your peers' writing as well. • DUE 10/30 at least 30 minutes before class: Submit (form TBD) to all members of your group a complete rough draft of Essay #3 for Peer Workshop right before class. Submit a copy for me on D2L.
<p>Week 11 (Module 4C)</p>	
<p>Week 11 MON Nov 2: Peer Review Workshop</p> <ul style="list-style-type: none"> • Providing substantive and effective feedback • Engaging with multiple perspectives 	<p>Readings:</p> <ul style="list-style-type: none"> • Your peers' essays <p>Written Assignments:</p> <ul style="list-style-type: none"> • Bring in hard copies of both peer letters and share (TBD) the soft copy version of in-draft comments. Submit all letters and a PDF of your peers' essays with in-draft comments on D2L.
<p>Week 11 WED Nov 4: Peer Review Workshop</p> <ul style="list-style-type: none"> • Providing substantive and effective feedback 	<p>Readings:</p> <ul style="list-style-type: none"> • Your peers' essays <p>Written Assignments:</p>

<ul style="list-style-type: none"> Engaging with multiple perspectives 	<ul style="list-style-type: none"> Bring in hard copies of both peer letters and share (TBD) the soft copy version of in-draft comments. Submit all letters and a PDF of your peers' essays with in-draft comments on D2L.
Week 11 FRI Nov 6: Revisions <ul style="list-style-type: none"> Reverse outlining Writing strong paragraphs 	Readings: <ul style="list-style-type: none"> TBD In-class: Reflective Letter Guidelines Written Assignments: <ul style="list-style-type: none"> Bring in your work-in-progress revisions and your laptops.
Unit 5 (Modules 5A-5C): Revised Research and Multimodal Re-Visions	
Week 12 (Module 5A)	
Week 12 MON Nov 9: Introduction to Research <ul style="list-style-type: none"> Entering a scholarly conversation Developing driving questions Substantive revision Assignment #4: Research-based Revision Essay (12/11) 	Readings: <ul style="list-style-type: none"> D2L Review: Gaipa, Mark, "Breaking into the Conversation: How Students can Acquire Authority for their Writing" (pp. 419-437) IN CLASS: Kenneth Burke's parlor metaphor
Week 12 WED Nov 11: Annotated Bibliographies <ul style="list-style-type: none"> Using sources effectively Entering a scholarly conversation Developing driving questions Developing annotated bibliographies 	Readings: <ul style="list-style-type: none"> D2L: Davis, Angela, "Introduction: Prison Reform or Prison Abolition?" (9-21) <i>Who Says? The Writer's Research</i> Chapter 8: "Now I Have Evidence: Writing and Crafting Your Research" (pp. 101-117) Written Assignments <ul style="list-style-type: none"> Assignment #3: Comparative Analysis Essay & Reflective Letter due via D2L Dropbox Wednesday, November 11th by 11:59pm.
Week 12 FRI Nov 13: Using Sources Effectively <ul style="list-style-type: none"> Using sources effectively Entering a scholarly conversation Developing driving questions Substantive revision 	Readings: <ul style="list-style-type: none"> D2L: Rosa, Alfred, and Eschholz, Paul, "Writing with Sources" (pp. 238-254) Written Assignments: <ul style="list-style-type: none"> D2L Discussion Post: After our discussion on revision and research, take a moment to: <ul style="list-style-type: none"> Briefly summarize your comparative analysis argument. Consider the driving questions you want to address in your research. List 4-6 keywords you'll use in your research.
Week 13 (Module 5B)	
Week 13 MON Nov 16: Substantive Revision <ul style="list-style-type: none"> Synthesizing multiple sources Developing an argument through research 	Readings: <ul style="list-style-type: none"> D2L: Stedman, Kyle, "Annoying Ways People Use Sources" (pp. 242-256) D2L Review: Davis, Angela, "Introduction: Prison Reform or Prison Abolition?" (9-21)

<ul style="list-style-type: none"> Annotated bibliography support Assignment #5: Multimodal Revision of Research-based Essay (DUE 12/16) 	<p>Written Assignments:</p> <ul style="list-style-type: none"> D2L Discussion Post due before our open forum: Take a moment to reflect on your research progress thus far and prepare two questions for our open forum on research, substantive revision, or the research writing process.
<p>Week 13 WED Nov 18: Substantive Revision & Workday</p> <ul style="list-style-type: none"> Synthesizing multiple sources Developing an argument through research Incorporating counterclaims 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: <i>They Say, I Say</i> Chapter 9: "Ain't So / Is Not" (pp. 121-128) <p>Written Assignments:</p> <ul style="list-style-type: none"> Due Tuesday 11/17: Revised Research Proposal and Annotated Bibliography due on D2L Dropbox by 11:59pm.
<p>Week 13 FRI Nov 20: In-Progress Informal Peer Review</p> <ul style="list-style-type: none"> Synthesizing multiple sources Developing an argument through research Developing arguments from feedback 	<p>Readings:</p> <ul style="list-style-type: none"> TBD <p>Written Assignments:</p> <ul style="list-style-type: none"> Bring a draft-in-progress of your revised research essay that is at least 9 pages and has incorporated at least two sources
<p>THANKSGIVING BREAK, NO CLASSES: Monday, Nov 23-Friday, Nov 27</p>	
<p>Week 14 (Module 5C)</p>	
<p>Week 14 MON Nov 30: Multimodality and Argument</p> <ul style="list-style-type: none"> Introduction to multimodal composition Rhetorical analysis of multimodal texts Developing multimodal arguments 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Banks-Kirkham, Erin, "Spotlight on Multimodal Writing" (pp. 99-109) D2L: Racism Still Exists, "Racial Disparities in NYPD Stop and Frisk" D2L: Fazlalizadeh, Tatyana, "Stop Telling Women to Smile" Art Series <p>Written Assignments:</p> <ul style="list-style-type: none"> DUE 11/30 at least 30 minutes before class: Submit (form TBD) to all members of your group a complete rough draft of Revised Research Paper Peer Workshop right before class. Submit a copy for me on D2L. <p>Reading Questions to Consider:</p> <ul style="list-style-type: none"> What elements of multimodality do you see present in Fazlalizadeh's work and the "Racism Still Exists" infographic?
<p>Week 14 WED Dec 2: Research-based Revision Essay Peer Review</p> <ul style="list-style-type: none"> Providing substantive and effective feedback Engaging with multiple perspectives Reverse outlining 	<p>Readings:</p> <ul style="list-style-type: none"> Your peers' essays <p>Written Assignments:</p> <ul style="list-style-type: none"> Bring in hard copies of both peer letters and share (TBD) the soft copy version of in-draft comments. Submit all letters and a PDF of your peers' essays with in-draft comments on D2L.

<ul style="list-style-type: none"> • Writing strong paragraphs • Revision Plans • Re-examining the “ballroom” 	<ul style="list-style-type: none"> • D2L Discussion Post DUE TUESDAY: Write out your multimodal proposal. What is your research topic/argument? What argument do you want to present in your Multimodal Re-Vision and how? What modes will you use and why? Who is your intended audience? Sketch out your initial ideas.
Week 14 FRI Dec 4: Research-based Revision Essay Peer Review <ul style="list-style-type: none"> • Providing substantive and effective feedback • Engaging with multiple perspectives • Reverse outlining • Writing strong paragraphs • Revision Plans • Re-examining the “ballroom” 	Readings: <ul style="list-style-type: none"> • Your peers’ essays Written Assignments: <ul style="list-style-type: none"> • Bring in hard copies of both peer letters and share (TBD) the soft copy version of in-draft comments. Submit all letters and a PDF of your peers’ essays with in-draft comments on D2L.
Week 15 (Module 5C)	
Week 15 MON Dec 7: Social Media & Social Justice <ul style="list-style-type: none"> • Exploring multiple social justice platforms • The role of social media in social justice reforms • Final research essay work: TBD 	Readings: <ul style="list-style-type: none"> • D2L: Gay, Roxane, “When Twitter Does What Journalism Cannot” from <i>Bad Feminist</i> (pp. 261-266) Written Assignments: <ul style="list-style-type: none"> • Bring a revised copy of your research-based revision essay to class. Reading Questions to Consider: <ul style="list-style-type: none"> • Do you agree with Gay’s argument about Twitter? How has social media taken a role that is similar or different to mainstream media?
Week 15 WED Dec 9: Multimodal Presentations	Readings: <ul style="list-style-type: none"> • None, work on final projects
Week 15 FRI Dec 11: Multimodal Presentations	Readings: <ul style="list-style-type: none"> • None, work on final projects Written Assignments: <ul style="list-style-type: none"> • Final Draft Research-based Revision Essay due Friday, December 11 by 11:59pm.
Final Multimodal Re-vision and Analytic Reflection due Wednesday December 16 by 11:59pm!	

English 1002G, College Composition II: Argument & Critical Inquiry
"Composing Social Justice"
Fall 2020

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Updated Course Calendar AS OF October 30, 2020

DISCUSSION TOPICS/ACTIVITIES	DUE:
Module Four (Modules 4A-4C): Comparative Analysis Essay	
Week 10 FRI Oct 30: Sample Peer Review Workshop ONLINE CLASS! <ul style="list-style-type: none"> Providing substantive and effective feedback Engaging with multiple perspectives 	FRIDAY IS ONLINE VIA ZOOM: https://eiu.zoom.us/j/99882474282?pwd=cGQ4amtubUlVanluTzhORFcwUUdOQT09 Meeting ID: 998 8247 4282 Passcode: Comp2 Readings: <ul style="list-style-type: none"> D2L: Student Sample Comparative Analysis #2 D2L: Comparative Analysis Peer Review Writing Guidelines (in-class) Written Assignments: <ul style="list-style-type: none"> D2L Discussion Post: Take a moment to reflect on your writing progress. What are your questions about structure, argument, revision, peer review? Post at least two questions and provide some context. Consider our readings from <i>They Say, I Say</i> if that is helpful. Try to frame your questions so they might be applicable to your peers' writing as well.
Week 11 (Module 4C)	
Week 11 MON Nov 2: Peer Review Letter Workday <ul style="list-style-type: none"> Providing substantive and effective feedback Engaging with multiple perspectives 	WORK DAY! NO in-class meeting. Develop detailed, SPECIFIC peer review letters and add in-text comments to BOTH of your peers' drafts. Readings: <ul style="list-style-type: none"> Your peers' essays Written Assignments: <ul style="list-style-type: none"> DUE 11/2 at least 30 minutes before class: Submit via email your complete rough draft of Essay #3 to all members of your group by the start of your class time (10am or 3pm). Submit a copy for me on D2L.
Week 11 WED Nov 4: Peer Review Workshop <ul style="list-style-type: none"> Providing substantive and effective feedback 	Readings: <ul style="list-style-type: none"> Your peers' essays Written Assignments: <ul style="list-style-type: none"> Share via email the soft copy version of your in-draft comments AND your peer review letters. Submit all letters in ONE document to D2L.

<ul style="list-style-type: none"> Engaging with multiple perspectives 	
Week 11 FRI Nov 6: Revisions <ul style="list-style-type: none"> Reverse outlining Writing strong paragraphs 	Readings: <ul style="list-style-type: none"> <i>The Little Seagull Handbook</i> W-14: "MLA Style" pp 119-169 (USE THIS TO SUPPORT YOUR CITATIONS!) D2L: Stedman, Kyle, "Annoying Ways People Use Sources" (pp. 242-256) In class: Beginning/Better/Best Comparative Analysis Introductions In-class: Review Reflective Cover Letter Guidelines Written Assignments: <ul style="list-style-type: none"> Bring in your work-in-progress revisions and your laptops.
Unit 5 (Modules 5A-5C): Revised Research and Multimodal Re-Visions	
Week 12 (Module 5A)	
Week 12 MON Nov 9: Introduction to Research <ul style="list-style-type: none"> Entering a scholarly conversation Developing driving questions Substantive revision Assignment #4: Research-based Revision Annotated Bibliography and Analytic Memo (12/11) 	You MUST have access to your laptop in class today! Readings: <ul style="list-style-type: none"> D2L Review: Gaipa, Mark, "Breaking into the Conversation: How Students can Acquire Authority for their Writing" (pp. 419-437) IN CLASS: Kenneth Burke's parlor metaphor TEXTBOOK: <i>Who Says?</i> Chapter 6: "What Counts and Why? Finding and Engaging Sources" TEXTBOOK: <i>The Little Seagull Handbook</i> R-1: "Doing Research" pp 90-107
Week 12 WED Nov 11: Annotated Bibliographies <ul style="list-style-type: none"> Using sources effectively Entering a scholarly conversation Developing driving questions Developing annotated bibliographies 	Readings: <ul style="list-style-type: none"> TEXTBOOK: <i>Who Says? The Writer's Research</i> Chapter 8: "Now I Have Evidence: Writing and Crafting Your Research" (pp. 101-117) TEXTBOOK: <i>The Little Seagull Handbook</i> W-14: "Annotated Bibliographies" pp 74-78. D2L: Sample Annotated Bibliography Written Assignments <ul style="list-style-type: none"> Assignment #3: Comparative Analysis Essay & Reflective Letter due via D2L Dropbox Wednesday, November 11th by 11:59pm.
Week 12 FRI Nov 13: Using Sources Effectively <ul style="list-style-type: none"> Using sources effectively 	Readings: <ul style="list-style-type: none"> D2L: Rosa, Alfred, and Eschholz, Paul, "Writing with Sources" (pp. 238-254) Written Assignments:

<ul style="list-style-type: none"> • Entering a scholarly conversation • Developing driving questions • Substantive revision 	<ul style="list-style-type: none"> • D2L Discussion Post: After our discussion on revision and research, take a moment to: <ul style="list-style-type: none"> ◦ Briefly summarize your comparative analysis argument. ◦ Consider the driving questions you want to address in your research. ◦ List 4-6 keywords you'll use in your research.
Week 13 (Module 5B)	
Week 13 MON Nov 16: Substantive Revision <ul style="list-style-type: none"> • Synthesizing multiple sources • Developing an argument through research • Annotated bibliography support • Assignment #5: Multimodal Re-Vision of Research-based Essay (DUE 12/16) 	Readings: <ul style="list-style-type: none"> • D2L: How to Write an Academic Memo Written Assignments: <ul style="list-style-type: none"> • D2L Discussion Post due before class: Take a moment to reflect on your research progress thus far and prepare two questions for our open forum on research, substantive revision, or the research writing process. • Due Tuesday 11/17: Revised Research Proposal and Annotated Bibliography due on D2L Dropbox by 11:59pm.
Week 13 WED Nov 18: Substantive Revision & Workday <ul style="list-style-type: none"> • Synthesizing multiple sources • Developing an argument through research • Incorporating counterclaims 	Readings: <ul style="list-style-type: none"> • D2L: <i>They Say, I Say</i> Chapter 9: "Ain't So / Is Not" (pp. 121-128) Written Assignments: <ul style="list-style-type: none"> • Due Tuesday 11/17: Revised Research Proposal and Annotated Bibliography due on D2L Dropbox by 11:59pm.
Week 13 FRI Nov 20: In-Progress Informal Peer Review <ul style="list-style-type: none"> • Synthesizing multiple sources • Developing an argument through research • Developing arguments from feedback 	Readings: <ul style="list-style-type: none"> • <i>Review:</i> TEXTBOOK: <i>Who Says? The Writer's Research</i> Chapter 8: "Now I Have Evidence: Writing and Crafting Your Research" (pp. 101-117) Written Assignments: <ul style="list-style-type: none"> • Bring a FULL 3-page draft-in-progress of your Analytic Research Memo
THANKSGIVING BREAK, NO CLASSES: Monday, Nov 23-Friday, Nov 27	
Week 14 (Module 5C)	
Week 14	Readings: <ul style="list-style-type: none"> • D2L: Banks-Kirkham, Erin, "Spotlight on Multimodal Writing" (pp. 99-109) • D2L: Racism Still Exists, "Racial Disparities in NYPD Stop and Frisk"

MON Nov 30: Multimodality and Argument <ul style="list-style-type: none"> • Introduction to multimodal composition • Rhetorical analysis of multimodal texts • Developing multimodal arguments 	<ul style="list-style-type: none"> • D2L: Fazlalizadeh, Tatyana, "Stop Telling Women to Smile" Art Series <p>Written Assignments:</p> <ul style="list-style-type: none"> • DUE 11/30 at least 30 minutes before class: Submit via email to all members of your group a complete rough draft of your Annotated Bibliography and Analytic Research Memo right before class. Submit a copy for me on D2L. <p>Reading Questions to Consider:</p> <ul style="list-style-type: none"> • What elements of multimodality do you see present in Fazlalizadeh's work and the "Racism Still Exists" infographic?
Week 14 WED Dec 2: Research-based Annotated Bib & Memo Peer Review <ul style="list-style-type: none"> • Providing substantive and effective feedback • Engaging with multiple perspectives • Reverse outlining • Writing strong paragraphs • Re-examining the "ballroom" 	<p>Readings:</p> <ul style="list-style-type: none"> • Your peers' work <p>Written Assignments:</p> <ul style="list-style-type: none"> • Send via email peer letters and the soft copy version of in-draft comments. Submit all letters in ONE document on D2L. • D2L Discussion Post DUE WEDNESDAY by 6pm: Write out your multimodal proposal. What is your research topic/argument? What argument do you want to present in your Multimodal Re-Vision and how? What modes will you use and why? Who is your intended audience? Sketch out your initial ideas.
Week 14 FRI Dec 4: Social Media & Social Justice <ul style="list-style-type: none"> • Exploring multiple social justice platforms • The role of social media in social justice reforms 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L: Gay, Roxane, "When Twitter Does What Journalism Cannot" from <i>Bad Feminist</i> (pp. 261-266) <p>Written Assignments:</p> <ul style="list-style-type: none"> • Bring a revised copy of your Annotated Bibliography and Analytic Research Memo to class. <p>Reading Questions to Consider:</p> <ul style="list-style-type: none"> • Do you agree with Gay's argument about Twitter? How has social media taken a role that is similar or different to mainstream media?
Week 15 (Module 5C)	
Week 15 MON Dec 7: Multimodal Presentations	<p>Readings:</p> <ul style="list-style-type: none"> • None, work on final projects
Week 15 WED Dec 9: Multimodal Presentations	<p>Readings:</p> <ul style="list-style-type: none"> • None, work on final projects
Week 15 FRI Dec 11: Multimodal Presentations	<p>Readings:</p> <ul style="list-style-type: none"> • None, work on final projects <p>Written Assignments:</p>

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| | <ul style="list-style-type: none">• Final Draft Annotated Bibliography and Analytic Research Memo due Friday, December 11 by 11:59pm. |
| Final Multimodal Re-vision and Analytic Reflection due Wednesday December 16 by 11:59pm! | |